



Missouri Teacher Preparation Institution PROFILE

WASHINGTON UNIVERSITY

GENERAL INFORMATION

About the Institution

- Washington University was founded in 1853 and is located on 169-acres adjacent to Forest Park in St. Louis. The university offers more than 80 undergraduate, graduate, and doctoral programs through the College of Arts and Sciences, the Graduate School of Arts and Sciences, University College, the School of Architecture, the School of Art, the John M. Olin School of Business, the School of Law, the School of Medicine, and the George Warren Brown School of Social Work.

Source: Bulletin, Washington University, 1996-98

- Enrollment* **12,088** (6,509 undergraduates)

African American	5.8%
American Indian	0.3%
Asian	9.5%
Hispanic	2.0%
White	68.6%
Other	13.8%

Missouri residents 25% (undergraduates)

Male	50.0%
Female	50.0%

**Fall 1999 Headcount*

Source: 1999-2000 Statistical Summary of Missouri Higher Education (Tables 19a, 19b, 32a & 32b)

Transfer Students from Missouri Public Community Colleges* 18

**Fall 1998 degree-seeking undergraduate students*

Source: 1998-1999 Statistical Summary of Missouri Higher Education (Tables 73a & 73b)

Bright Flight Scholarship Students¹ 335

Source: 1998-1999 Statistical Summary of Missouri Higher Education, July 1999 (Tables 18a & 18b)

Byrd Scholarship Students (Missouri residents)² 40

Source: Missouri Department of Elementary and Secondary Education

- Entrance Requirements

The successful completion of a minimum of 12 years of primary and secondary studies is required for admission to any program of study leading to a bachelor's degree at Washington University. In addition to two letters of recommendation from teachers or counselors, prospective students must provide official SAT I or ACT and TOEFL (international students) results, original or certified copies of complete academic records, and a brief response to an essay question.

Source: Washington University (<http://www.wustl.edu>)

- Average ACT Score of 1994 Freshmen Class*³ 28

**Fall 1994 degree-seeking, ACT-tested, first-time freshmen*

Source: 1994-1995 Statistical Summary of Missouri Higher Education, Missouri Coordinating Board for Higher Education (Tables 1.1 & 1.2)

Compiled
by the
Missouri
Department of
Elementary
and Secondary
Education
August 2000

- **Tuition & Fees for Typical Full-time Undergraduate Student*** **\$23,634**

**1999-2000 academic year*

Source: 1999-2000 Statistical Summary of Missouri Higher Education

About the Education Program

- Washington University's Department of Education offers elementary, middle school and secondary teacher education programs. All teacher education majors must double major; the strong content-area preparation offered by the College of Arts and Science is a strength of the teacher education program at Washington University.

Equally strong is the commitment to preparing inquiry-oriented teachers who can, as continuous learners, systematically examine and improve their own practice. Teachers educated at Washington University are expected to develop the ability to consider classroom decision-making from multiple perspectives and to ground their teaching practice in research, experience and ethical standards so that they can construct and reflect on that practice in the interest of all of their students.

In order to develop these abilities, the teacher education programs feature sequences of course work tied to multiple field experiences; this enables pre-service teachers to understand the complexity of what occurs in K-12 classrooms, to practice a variety of strategies to meet the needs of specific students in specific classrooms, and then to reflect on these experiences to improve their teaching practice in the future. All graduates produce an action research study of some aspect of their student teaching. Washington University is assisted in this effort by faculty at two partner schools, Kirkwood High School and Clay Community Education Center, and by the many other schools with which the university has long-standing, informal relationships.

In addition to undergraduate teacher education, Washington University offers master of arts in education (elementary) and master of arts in teaching (secondary) pre-service teacher education and a post-baccalaureate option that leads only to certification (no degree) in either middle school or secondary pre-service teacher education.

Source: Washington University, May 1999

- **Enrollment in Undergraduate Professional Education Programs*** **57** (19 part-time)

American Indian	0.0%
Asian	2.6%
African American	7.9%
Hispanic	0.0%
White	89.5%
Other	0.0%
Nonresident Aliens	0.0%
Unknown	0.0%

Missouri residents 34.2%

Male 5.3%
Female 94.7%

**Fall 1998 Headcount (full-time students)*

Source: Institution AACTE/NCATE Report, Oct. 1, 1999

Transfer Students from Missouri Public Community Colleges* **1**

**Fall 1999 degree-seeking undergraduate students*

NOTE: The few community college students who transfer into the Washington University education program are generally from one of the three St. Louis Community College campuses.

Source: Washington University, April 2000

Missouri Teacher Education Scholarship Students ⁴ 0

Missouri Minority Teaching Scholarship Students ⁵ 0

Source: Missouri Department of Elementary and Secondary Education

- **Education Program Entrance Requirements**

All teacher education students must have a 2.8 overall grade point average and a 3.0 overall grade point average in their subject-area major. Beyond this base requirement, the teacher education admissions committees consider all information submitted at application and make admissions decisions based on applicants' overall qualifications. Application requirements/procedures vary by teacher education program but following are common elements:

- completion of appropriate application
- a personal essay regarding the decision to become a teacher
- submission of official copies of all academic records (high school transcripts, records from all college/universities attended)
- submission of appropriate achievement/aptitude test scores (C-BASE, ACT, SAT, GRE, Miller Analogies, TOEFL—according to program)
- submission of three academic, professional or teaching-related letters of recommendation
- interview with teacher education faculty

Source: Washington University, May 1999

- **Information about Education Program Completers⁶**

Recommended for initial Missouri certification in 1998

27

Age

Under 25	56%
25-34	26%
35-44	15%
45-54	4%
55 and over	0%

Source: Missouri Department of Elementary and Secondary Education

Average ACT score⁷ (for initial Missouri certification in 1998)

27.2

Source: ACT Inc. Research Services

C-BASE scores⁸

Passed all five subjects *first time*

Took Test	Passed all Subjects	English			Writing			Math			Science			Social St.		
		Min	Max	Medn	Min	Max	Medn	Min	Max	Medn	Min	Max	Medn	Min	Max	Medn
16	16	297	452	364	294	432	365	282	476	418	250	470	367	253	444	342

Passed all five subjects, *one or more attempts* through December 1998

Took Test	Passed all Subjects	English (313)*			Writing (314)*			Math (314)*			Science (306)*			Social St. (303)*		
		Min	Max	Medn	Min	Max	Medn	Min	Max	Medn	Min	Max	Medn	Min	Max	Medn
16	16	297	452	364	294	432	365	282	476	418	250	470	367	253	444	342

*state median score

Source: Assessment Resource Center

Employed in Missouri public schools⁹ in 1998-99*

13 (48%)

Missouri public school districts employing Washington University
1998 program completers ⁹

Major employers of Washington University 1998 program completers

Hazelwood 2 St. Louis City 4

*Does not include individuals employed in public schools in another state, employed in private schools in Missouri or another state, or who received their teaching credentials but were employed in another field or unemployed

Source: Missouri Department of Elementary and Secondary Education

RESOURCES

Institution

- Full-time Faculty at Washington University 1,954

Source: 1998-1999 Statistical Summary of Missouri Higher Education (Tables 44a & 44b)

Education Program

- Full-time Education Program Faculty 11

American Indian	0
Asian	0
African American	1
Hispanic	0
White	10
Nonresident Aliens	0
Other	0

Male	5
Female	6

Doctorate Degree	11
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Missouri Teaching Certificate	5
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National Board Certification	0
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- Adjunct Education Program Faculty 13

Full-time with the institution, part-time in education 3

Part-time in education 10

Source: Institution AACTE/NCATE Report, Oct. 1, 1999 & Missouri Addendum 2, Oct. 1999

EDUCATION PROCESSES

Institution

- Student-to-Faculty Ratio* 6:1

Source: Washington University, May 1999

- Average Class Size* 17

Source: Bulletin, Washington University in St. Louis, 1996-98

Education Program

- Student-to-Faculty Ratio 9:1

- Average Class Size 14

Source: Washington University, May 1999

- Practical Experience Requirements for Education Majors

All teacher education students must complete a minimum of three field experiences. The early field experience for all students occurs in ED 4052, Educational Psychology, which requires five hours of observation/interaction in a K-12 classroom for a semester. The majority of these early experiences occur in urban settings.

The second required field experience varies by program. Elementary students complete a second field experience in conjunction with the elementary methods block. Middle school teacher education students complete a second field experience in conjunction with their middle school organization course. (Students who choose secondary and middle also complete a third field experience during their middle school methods course.) Secondary teacher education students complete a second field experience during the fall of their “professional year” in conjunction with general and content-area methods course work.

The third required field experience is student teaching. The structure of student teaching varies by program but equals or exceeds 10 weeks of full-time student teaching in all cases.

Source: Washington University, May 1999

- **Professional Development School(s)**

The Department of Education has developed two formal partnerships in which the field experiences and other aspects of the teacher education programs are collaboratively designed and implemented. These partnerships are with Clay Community Education Center and Kirkwood High School.

Clay Community Education Center is an urban elementary school in the St. Louis School District and has been a teacher education partner with Washington University for five years. Teacher education students observe, assist teachers, serve as literacy tutors and student-teach at Clay. Washington University and Clay Community Education Center faculty members interact in a variety of ways for the improvement of instructional programs at both programs.

The Kirkwood-Washington University partnership is the oldest and most developed partnership and has had a significant impact on the teacher education programs. Kirkwood is a suburban community with a population that features a broad range of socio-economic levels. A significant proportion of the secondary teacher education students engage in a “professional year,” consisting of fall field work and courses followed by integrated student teaching and course work on site at Kirkwood High School. The Department of Education recently has begun to work with some Kirkwood elementary and middle schools as well.

Source: Washington University, May 1999

- **Co-curricular Programs**

Several different departments within the College of Arts and Sciences offer different experiences tutoring local students at all grade levels. The Department of Education offers summer and school-year opportunities for students to tutor at the Clay Community Education Center. The Campus YMCA offers opportunities for students to tutor all subjects at all grade levels. Other opportunities exist in science education programs offered by the Biology Department and a writing program organized by the English Department.

Source: Washington University, May 1999

- **Instructional Technology Requirements**

Educational technology is taught as a component in Washington University’s content method courses. Students are taught to use computers and other technology as instructional tools. They are exposed to the identification and use of appropriate software, including word processing, spreadsheet, presentation, and record-keeping applications; use of the internet; web page construction and use; and use of peripherals, such as digital video and still cameras, computer projection devices, and graphing calculators. Students must demonstrate their ability to use these tools appropriately during student teaching and provide evidence of such in their portfolios.

Source: Washington University, August 2000

- **Accredited, NCATE (National Council for Accreditation of Teacher Education)**

Source: National Council for Accreditation of Teacher Education Web Site

PERFORMANCE

- Missouri certificates* issued in 1998 to Washington University education program completers, by subject area and grade level

Subject Area	Grade Level	Recommended for Certification
Art	K-12	2
Deaf/Hearing Impaired	K-12	1
Early Childhood Education	PK-3	1
Elementary Education	1-6	9
English	7-12	2
English	9-12	4
Language Arts	5-9	1
Mathematics	7-12	1
Mathematics	9-12	2
Russian	K-12	1
Social Science	5-9	1
Social Science	7-9	1
Social Science	9-12	7
Spanish	K-12	1
Unified Science: Chemistry	9-12	1
Total		35

*Number of certificates issued, not number of graduates

Source: Missouri Department of Elementary and Secondary

- Performance of Program Completers* on Praxis II Exit Exam¹⁰

	Total Examinees	Number Passing	Qualifying Score	Institutional Average	Missouri Average	National Median
Art Education	1	1	500	690	625	630
Chemistry	1	1	440	760	587	560
Education in the Elementary School	9	9	520	671	631	630
English Language & Literature	4	4	500	675	606	600
Mathematics	2	2	550	695	648	610
Professional Knowledge	3	3	638	669	666	663
Social Studies	7	7	500	710	617	600
Spanish	1	1	490	740	592	580
Special Education	1	1	490	660	632	630
Total	29	29				

*Individuals recommended for initial Missouri certification in 1998

Source: Educational Testing Service

- Follow-up on Washington Program Completers

Education program completers who received initial Missouri certification in 1993

59

Employed in Missouri public schools in

1994-95	22 (37%)
1995-96	22 (37%)
1996-97	19 (32%)
1997-98	15 (25%)
1998-99	12 (20%)

Employed in Missouri public schools in 1998-99, with master's degree

6 (10%)

Employed in the same Missouri public school district in

1994-95	22 (37%)
1994-96	19 (32%)
1994-97	17 (29%)
1994-98	13 (22%)
1994-99	10 (17%)

Certification Status as of Sept. 1, 1999

Holding Valid PC I	1 (2%)
Holding Valid PC II	23 (39%)
Lapsed ¹¹	35 (59%)

Source: Missouri Department of Elementary and Secondary Education

Major Employers ¹²

Missouri school districts employing Washington University graduates* 80

Washington University had 917 graduates teaching in Missouri public schools during the 1998-99 school year.

School districts employing 6 percent or more of Washington University's 917 graduates teaching in Missouri public schools during the 1998-99 school year:

Special School District of St. Louis Co.	9%	(85)
Parkway C-2	12%	(108)
St. Louis City	17%	(158)

*Includes all graduates of Washington University employed in the district, not just those who completed the education program

Source: Missouri Department of Elementary and Secondary Education

STARR Teachers ¹³

1

National Board Certified Teachers ¹⁴

0

Missouri Teachers of the Year ¹⁵

0

Source: Missouri Department of Elementary and Secondary Education

Other Honors and Awards Earned by Graduates

According to the Department of Education's 1998 alumni survey, graduates have received awards including Teacher of the Year, Sallie MAE First Class Teacher Award; Outstanding Beginning Teacher Award; as well as "most influential teacher" and "most creative teacher" honors. Graduates also have been published in *Connect*, a K-8 science and math teaching publication; received fellowships; attended a Fulbright Hays Seminar Abroad; and participated in a community leadership program. Others have been recognized for writing successful grant applications and for conference presentations.

Source: Washington University, April 2000